

Lesson 4: Growing Up with a Healthy Attitude

Performance Objectives:

- K** Define *maturity*.
- V** Identify health and safety values that demonstrate maturity.
- LS** Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors.
- TS** Evaluate peer pressure to determine if it is positive or negative.

Cross Curricular Areas: Science, Social/Emotional Learning

National Health Education Standards: **CC** **INF** **AI** **IC** **DM** **SM** **ADV**

Materials Needed:

- THE GREAT BODY SHOP Student Issues

Lesson Outline

Explain the Performance Objectives. Review classroom rules. Then begin:

Lesson Script

Explain the Performance Objectives for this lesson to your class. Review rules for cooperative learning activities and classroom discussions. Begin as follows:

What Do We Know?

Best Practice Tips

SL **L** **RI** **RF** **English Language Arts**

Read “The Other Important Part of Growing Up” on page 5 of the Student Issue.

Introduce the lesson.

K Knowledge Objective

Define *maturity*.

Remember to apply the following best practices:

- Informational text
- Vocabulary development
- Brainstorm

Explain: *Think about the things you did as a baby compared to the things you can do now. For example, what chores did you have as a baby? (none) What about now? (Elicit student responses.) As you grow up, your responsibilities change within your family. You are getting older and you are growing up!*

Have students take out their Student Issues. Begin the lesson by reading “The Other Important Part of Growing Up” on page 5 of the Student Issue.

Explain: *This year, we have studied many topics and skills which are preparing you to develop into a mature adult. Although you have many more years of life experiences and learning before the process is complete, you may be surprised to learn that you have had a head start on learning many of these skills. Let's spend the first part of today's lesson defining maturity and talking about the skills and traits you will need to be mature.*

Write the word “Maturity” on the whiteboard..

Ask: *What does this word mean to you? (Elicit student responses.)*

K Assessment

Explain: *Maturity means “to become fully developed.” In humans, physical maturity usually happens during the end of adolescence. Emotional maturity occurs with age and life experiences, and when one has a clearer sense of personal values. Today we are going to talk more about emotional maturity.*

V Value Objective

Identify and list character traits and values that demonstrate maturity.

List traits of a mature person.

There are many different characteristics and traits of a mature person. I am going to give you time to work with a partner to come up with a list. Think about how an emotionally mature person might handle conflict or disappointment or other intense emotions. How might they demonstrate respect for self and others? What does a mature person value (a belief that guides a person)?

V Assessment

Allow for a quick brainstorm and then debrief. Students may generate a list that is similar to the following: respectful, responsible, trustworthy, kind to others, has goals, follows rules to protect the safety and health of self and others, uses strategies to manage intense emotions, etc.

What Do We Need To Learn?

Best Practice Tips

SL L RI RF **English Language Arts**

Remember to apply the following best practices:

- Content reading
- Class discussion
- Vocabulary development

Introduce the concept of healthy and unhealthy relationships.

Explain: *A mature person also knows some things about relationships with others and the differences between relationships that are healthy and ones that are unhealthy. In a healthy relationship both people respect each other. They speak to each other kindly, have fun together and encourage each other to do things individually and together that can make their lives better. In an unhealthy relationship, often with someone who lacks maturity, that person would not show you respect. They may try to get you to do something you don't want to do or speak to you in a way that may make you feel bad about yourself. Sometimes, both people in a relationship act this same way.*

Explain: *Think about people who are immature and lack some of the traits we just listed. What kinds of unhealthy relationships, and conflicts or arguments do these people get into? What sets them off? What problems do you notice on the playground? How about in the neighborhood? (Elicit student responses.)*

Allow for another quick brainstorm with their partner and then debrief. Students may generate responses like the following: Arguments about what someone said about another person causing drama and conflict, negative feelings about what someone else said, arguments about the ability of a person to play team sports. What sets people off may be anger, resentment, embarrassment or fear.

Explain: *Let's look closer at the Student Issue.*

Read “Bullying Is Bad News” on page 6 of the Student Issue.

Read and discuss “Bullying Is Bad News” on page 6 of the Student Issue. Encourage students to share their personal experiences or observations, without naming individuals.

Discuss reasons for bullying behavior.

Ask: *Is bullying behavior a sign of mature or immature behavior? (immature) Do you find it in healthy relationships? (No) Why do you think people who bully are immature? (People who bully others are mean, they don't show empathy for others, they don't think of how their behavior may affect others, they want to feel "big" or important, and they want to feel in control. They might think that it is funny when it is not.)*

Explain: *People who bully try to control others by using force or intimidation, like in the examples we discussed just now. When someone tries to control others, they are not emotionally mature. Emotional maturity means you recognize that you only need to control yourself. People who bully others do not demonstrate empathy, meaning they don't take into consideration how their behavior might affect others. Sometimes someone who bullies may be being bullied themselves. In this case, this person may need help from a trusted adult to support them in developing empathy and to understand how their behavior is hurting others. Using negative pressure to intimidate or harass others is not acceptable under any circumstance.*

The following is a continued discussion about bullying. As time permits, have students answer all of the questions for understanding, and exhaust their responses in order to facilitate a full and productive discussion.

Ask: *There are consequences for the person who bullies too. What are some of the negative consequences that could come from bullying? (trouble with parents or at school, detention, suspension, dismissed from teams or after school activities)*

Discuss how bullying affects people.

Ask: *How do you think someone who is being bullied feels? (scared, upset, angry) How could this affect them? (lower self-esteem, less friends, doing poorly in school, taken to the extreme may even cause the person to attempt/commit suicide)*

Discuss how one can be an upstander rather than a bystander.

Ask: *The article talks about upstanders. What is an upstander? (someone who stands up to bullying behavior when they see the bullying happening or hear about it happening; they get involved; they tell a trusted adult) It can be very difficult to be an upstander. Why? (don't want to get involved, afraid the bullying might turn on them) It takes a great deal of courage to stand up to someone who is bullying others.*

Ask: *What are some things you might do to help stop bullying? (comfort the person being bullied, be brave and let the person who is bullying know how much they are hurting the other person) What can you do in your school community to help stop bullying? (join or form an anti-bullying campaign, go to or form a safe center for people who are bullied, join an after school or community organization that works to stop bullying)*

Explain: *Many of the behaviors you just mentioned are on our list of characteristics or traits of a mature person, such as being respectful and kind, showing empathy toward others, and participating in activities that protect the health and safety of all people. Part of growing and maturing is realizing when our behaviors are hurtful or harmful to self and others and changing them. Making mistakes, owning them, and taking steps to change are an important part of maturing.*

Read and discuss the article, "Peer Pressure" on page 7 of the Student Issue.

Define *peer pressure* and discuss positive and negative peer pressure.

TS Thinking Skill Objective

Students brainstorm to evaluate examples of peer pressure as positive or negative.

TS Assessment

Explain: *Some kids who bully others may not change and continue to bully into adulthood. Even in adulthood they may feel the need to have control over someone else. Taken to its extreme, it could lead to domestic violence, where family members bully other family members. Again, this is unacceptable, even as an adult. It is your responsibility now and, in the future, to show maturity and not bully others.*

Instructional Note: For an additional lesson in Bullying Prevention, proceed to TG501, Portfolio 4: Stand Up! No Bullying Here!

Explain: *Let's continue our discussion of maturity and examine the different types of pressures you might feel from others.*

Read and discuss the article, "Peer Pressure" on page 7 of the Student Issue.

Explain: *In today's world, we see examples of people making mature and responsible choices, as well as immature and irresponsible ones. Some problems that kids have because they don't make mature choices include: drug involvement, teenage pregnancy, involvement in unhealthy relationships, and gang involvement. One reason people get involved, or don't get involved in these situations largely depends upon pressure or influences from others. The kind of pressure you face and how you respond to it will be important in becoming a mature person.*

Peer pressure is the influence that kids your age put on each other. Sometimes this pressure is healthy and helps kids make healthful choices. An example of this kind of peer pressure is encouraging others to stay away from drugs or encouraging others to exercise daily. This is called **positive peer pressure**

because the pressure is to do something healthful and avoid something unhealthy. You find this in healthy relationships.

Ask: *Take a moment and talk with a shoulder partner. As a pair, brainstorm another example of positive peer pressure. In other words, something healthful someone might choose to do with encouragement from others. (to do one's personal best in school; to participate in community service projects; to excel in sports; to achieve high grades; to overcome physical and mental challenges, etc.)*

*Sometimes, peer pressure is unhealthy and encourages kids to choose destructive behaviors, like drug use, gang involvement, and bullying, among others. When a kid is pressured to do something harmful by peers, this is called **negative peer pressure**. Daring a friend to vape or saying that you will not remain friends if he or she does not act a certain way are examples of negative peer pressure. Teasing someone who makes healthful choices is also negative peer pressure. You find this in unhealthy relationships.*

Ask: *Again, talk with a shoulder partner. As a pair, now brainstorm another example of negative peer pressure. In other words, an unhealthy decision to act in an unhealthy way based on what others do or say. (to experiment with drugs, alcohol, cigarettes; gang involvement; criminal acts like vandalism, trespassing, stealing, harassment, bullying, etc.)*

Explain: *Often there is negative peer pressure to be disrespectful of others, like parents, other family members, or adults here at school. This can also happen with peers.*

Ask: *How could negative peer pressure influence someone to make fun of another person who is different from them? (Put pressure on that person to go along or become involved in the teasing of another.) What are some examples of things that people may be teased about? (Elicit student responses. Be sure to include early/late body development and examples of being “different” in dress, behavior or actions.)*

Explain: *Sometimes people may be teased because of their gender expression.*

Ask: *What is gender expression? (Take a few ideas from the class.)*

Explain: *Expression is the way someone expresses how they think and feel about themselves. You may have heard of the term gender before, usually referring to someone being male or female. But gender is much different than sex assigned at birth. Gender is how someone sees their inner self as being male or female or perhaps in another way. It is also the way society views that person.*

Ask: *In our culture we tend to have strong ideas about how males and females should behave, including how they should dress. What are some examples of things we think of as typically female? How about for males? Do females always have to act in this way? Does every female want to fit with these ideas? Is it different for males? Should people have the freedom to express themselves how they wish and still be treated with respect? (Elicit student responses.)*

Explain: *Showing respect for all people, those who are similar and different from us is a sign of maturity. Taking a stand and saying “NO” to hurtful behavior is also a sign of maturity.*

Let’s talk now about one more kind of pressure.

Discuss how relationships are portrayed in the media.

Explain: *Sometimes people feel pressured by the things they watch on TV or music lyrics. The way relationships, feelings and emotions are portrayed on TV and music may make a person think that certain behaviors are acceptable. For example, if people on television shows put people down and name call, an immature person may begin to think that name calling is acceptable, which contributes to unhealthy relationships.*

Ask: *What are some TV shows or movies you have seen or lyrics you have heard that display this? How can this affect how a person behaves? What makes the relationships you see or hear about unhealthy?*

Provide time for students to brainstorm examples of TV shows, movies, and lyrics that show this type of behavior and then discuss each one briefly. Be sure to include comedies that portray people belittling someone, like a family member or a friend, or playing tricks and presenting it in a way that is comedic. Monitor the discussion closely to be sure that it is age appropriate, as some TV shows, movies, and lyrics are not.

Ask: *There are also TV shows, and movies, and lyrics that display healthy relationships. They portray positive messages or feelings about families and people who are part of a family or community who may disagree or argue but there is some sort of healthy resolution at the end. What are some TV shows you can think of that show these things? What makes them healthy? How do they speak to each other? How do they show affection for one another? (Elicit student responses.)*

Explain: Another way to identify a mature person, at any age, is by analyzing how they respond to positive and negative peer pressure. Mature people respond to positive peer pressure and show positive peer pressure to others by being respectful and by using assertive communication skills.

Mature people know how to refuse negative peer pressure. They know how to identify and avoid risky situations and say “NO” when they have to. What are some ways to say “NO” when faced with a risky situation? (elicit student responses)

Explain: Mature people also understand how important it is to treat everyone with dignity and respect. What does the word “dignity” mean? Dignity is when a person is worthy of respect. Positive peer pressure helps us to understand this better. Positive peer pressure encourages acceptance of others even if they are different from ourselves.

What Did We Learn?

Best Practice Tips

English Language Arts

Recognize steps to take and methods to use when responding to situations in a mature way.

Life Skill Objective

Students select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors.

Remember to apply the following best practices:

- Lesson review
- Simulation/Role-play
- Guided practice

Explain: Responding to pressure in a mature way requires you to first identify if the pressure is positive or negative, then decide how to respond. We have discussed and practiced many skills in the lessons of the GREAT BODY SHOP that we can use in risky situations that may involve peer pressure. What are some of these skills? (Elicit student responses making sure they list: assertiveness skills, Refusal Skills, accessing trusted adults, and decision-making. Write on the whiteboard for student reference.)

Divide students into role-play groups. Assign each group a situation to demonstrate mature responses to peer pressure. You can assign the same situation to each group or a different one. Each group will role-play the given situation. In doing so, they must first evaluate the situation to determine if it is an example of positive or negative peer pressure. Next, they select the skills they need in order to respond in a mature way. Finally, students are to demonstrate the situation and mature response through role-play. It is very important to debrief each role-play using the questions provided.

Instructional Note: It is important to note that the situations below are suggestions for your consideration. You can select from the list provided or create different scenarios to best meet the needs of your students, community, and local standards.

Sample scenarios:

- *A friend of yours has been posting gossip and mean comments about another student on social media. This person is making fun of a boy who likes doing what she says are “girly things.” She also makes fun of the way he dresses. She asks you for gossip and ideas for mean things that she can post. What do you say?*
- *A group of students want to organize a school jog-a-thon to raise money for an anti-bullying campaign. They want you to create posters to hang around the school, and collect thoughts from other students about how they feel about bullying. Your friends think this is really dumb and you think they might tease you for doing it. What do you do?*
- *A student at your school has been bullying others. Although you have never been a target, you know other students who have. A close friend is one of his targets and the person has been particularly rough on him throughout the school year. This friend knows that you have guns at home. He asks you to bring a gun into school not to use it but just to scare the person bullying so that he will leave others alone. What do you tell him?*
- *You are really good at playing soccer and it is your favorite sport. There is a girl on your team who really likes to play too but she is not very good. She keeps making a lot of mistakes one of which caused your team to lose the last game. You worked really hard practicing and were also upset about losing. Your teammates were really hard on her. They called her names and threatened her if she didn’t quit. What do you do?*
- *You and your friends are playing a game after school while you wait for your parents to pick you up. There is a girl sitting on the bench watching you all play. You don’t know her but you say to your friends that it would be nice if you invite her to play with you. One of them says no because he thinks the girl is weird. He says it is because she looks like a boy. What do you say?*
- *You have a friend who has two dads. Her dads got married and you went to the wedding. Everyone was really nice and you had a good time but you are afraid of being teased about having gone. When you got back to school all of your other friends wanted to know what it was like. What do you say?*
- *Both of your parents smoke cigarettes but recently they switched to e-cigarettes. There are two students at your school who you really want to become friends with. One day you get the nerve to approach them. You start to talk and find out they are into juuling. When you tell them your parents do it they ask you to steal cartridges from them. You really want to be friends with these kids. What do you do?*

LS Assessment

Fully debrief each scenario using the questions below:

1. How did handling this situation maturely ensure the safety, dignity, and respect of everyone involved?
2. What were the life skills demonstrated to successfully handle this situation?
3. What might have happened if this situation was not handled in a mature way?
4. How might help from a trusted adult be needed in this situation?

Check for understanding.

Provide the opportunity for students to ask questions about key details in the Student Issue or about the information presented in class. Remind students that asking questions for clarification and further explanation is an important skill to help ensure their understanding of the information presented.

